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# 6D

## Information

### *Professional Services Committee*

#### **Draft Program Standards and Preconditions for the English Learner Instructional Leadership Specialist Credential**

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**Executive Summary:** This agenda item presents draft Program Standards and Preconditions as well as a proposed authorization statement and rationale for the English Learner Instructional Leadership Credential for the Commission's consideration.

**Policy Question:** Does the Commission wish to move forward with field review and potential adoption of the English Learner Instructional Leadership Credential program standards?

**Recommended Action:** For information only

**Presenters:** Paula Jacobs, Consultant, Professional Services Division, and Roxann Purdue, Consultant, Certification, Assignment and Waivers Division

#### **Strategic Plan Goal: 1**

#### **Promote educational excellence through the preparation and certification of professional educators**

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs

April 2012

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# Draft Program Standards and Preconditions for the English Learner Instructional Leadership Specialist Credential

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## Introduction

This agenda item presents the draft Program Standards and Preconditions (Appendix B) for the new English Learner Instructional Leadership Specialist Credential for Commission review. The standards and preconditions were developed by the English Learner Authorizations Advisory Panel in 2011 to reflect current research and practice in the field.

## Background

In February 2008, an initial stakeholder meeting was held to discuss the current credentialing system as it relates to preparation to teach English learner (EL) students. Subsequently the Commission established the 2009 English Learner Authorizations Advisory Panel, which met during 2009-10. The 2009 Panel's charge was to focus on policy issues regarding the preparation of educators to work with English learner students and their families and to make recommendations to the Commission. The panel concluded its work in 2010 and made several recommendations to the Commission concerning suggested improvements in the preparation of educators to work with English learners. These recommendations (<http://www.ctc.ca.gov/commission/agendas/2010-09/2010-09-2E.pdf>) were adopted in September 2010. A subsequent English Learner Authorizations Advisory Panel was then appointed in 2011 to implement the recommendations adopted by the Commission and develop the draft program standards and preconditions included in this item.

## Rationale for the English Learner Instructional Leadership Specialist Credential

The Commission initially heard input from stakeholders in the field at a public meeting held on February 21, 2008 (<http://www.ctc.ca.gov/commission/agendas/2008-04/2008-04-2E.pdf>) and subsequently established the 2009 English Learner Authorizations Advisory Panel to address issues raised both at the meeting and through a review of relevant research and publications in the field (see below). Stakeholders at the 2008 public meeting were in general consensus regarding the following:

- A need for sufficient expertise relating to the teaching of English learners across districts in the state including a need for experienced, trained support providers and mentors to effectively help beginning teachers grow and develop in the area of teaching English learners.
- A need for high quality staff development in the area of teaching English learners across districts in the state.
- A need for high quality data relative to English learner achievement for classroom teachers to use for instructional improvement.

The need for professional development was further established based on relevant research in the field. For example, in the Center for the Future of Teaching and Learning's 2005 publication *Listening to Teachers of English Language Learners, A Survey of California Teachers' Challenges, Experiences, and Professional Development Needs*, one of the recommendations

concerned “the need for greater differentiation of professional development for EL teachers that responds to the range of challenges at the elementary and secondary levels *and* that includes the topics and delivery approaches of professional development that meet teachers’ needs for improving EL instruction.” (p. 19) The report indicated that the data collected from the survey “support the need for developing policies to strengthen professional development and preparation for teachers of English learner students that take into account differences in teacher knowledge, expertise, and experience, and plan programs accordingly.” (<http://www.cftl.org/documents/2005/listeningforweb.pdf>) (p. 18)

In discussing the above issues, stakeholders and the 2009 EL panel began to consider the possibility of a new credential that could possibly address some of these EL-related issues. In the view of these stakeholders, such a credential could potentially meet all of these different staff development needs by providing districts and/or schools with a cadre of highly trained EL staff development providers, EL program directors, and other EL instructional support personnel. These same individuals could also provide models of effective classroom instruction to those EL students most in need of improvement.

In addition to the input from stakeholders, the Commission reviewed additional data and relevant information from several research studies, publications and other resources concerning the achievement of English learners and the need for improved instructional services to English learners. This material included but not limited to:

#### **A. 2008 State of the State Address – Jack O’Connell**

In this address, no longer available on the California Department of Education (CDE) website, State Superintendent of Schools Jack O’Connell called attention to the need to improve EL student achievement and cited EL student achievement data from the state’s K-12 testing programs.

#### **B. CDE Demographics for English Learners**

The CDE’s Fact Sheet on English Learners (<http://www.cde.ca.gov/ds/sd/cb/cefelfacts.asp>) indicates that:

- The state’s 1,441,387 English learners constitute 23.2 percent of the total enrollment in California public schools.
- A total of 2,325,748 students speak a language other than English in their homes. This number represents about 37.4 percent of the state’s public school enrollment.
- The majority of English learners (71 percent) are enrolled in the elementary grades, kindergarten through grade six. The rest (29 percent) are enrolled in the secondary grades, seven through twelve; and less than 1 percent are in the ungraded category.

#### **C. California English Language Development Test (CELDT) Results**

As documented in the CELDT results, EL students are represented in all grade levels and these students demonstrate a range of proficiency from beginning and early intermediate to early advanced or advanced. The results show that 23% of the EL students tested scored at the beginning or early intermediate level of English proficiency.

The following chart from the CDE shows the statewide performance of EL students on the CELDT for 2009-10.

Performance Level	Total
Advanced	99,802 (8.0%)
Early Advanced	368,578 (29.0%)
Intermediate	493,304 (39.0%)
Early Intermediate	191,363 (15.0%)
Beginning	100,536 (8.0%)
Number Tested	1,253,583 (100.0%)

#### D. Redesignation

Redesignation refers to the status of an English learner who has achieved full proficiency in English. According to the CDE the current statewide redesignation rate is 11.4% (<http://dq.cde.ca.gov/dataquest/Cbeds1.asp?Enroll=on&PctEL=on&PctFEP=on&PctRe=on&cChoice=StatProf1&cYear=2010-11>). Historical information relative to redesignation rates is provided on the CDE website at <http://www.cde.ca.gov/ds/sd/cb/redesyrs.asp>.

In *Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learners*, a 2010 Californians Together research and policy publication, researchers found that across forty districts studied, 59% of secondary school ELs are “long-term English Learners” (i.e., in United States schools for more than 6 years without reaching sufficient English proficiency to be reclassified). In one out of three districts studied, more than 75% of their ELs are long-term. (<http://www.californianstogether.org/>)

#### E. The Achievement Gap

As documented in the State Superintendent of Schools' report *Closing the Achievement Gap*, only 14% of English learner students score at the proficient or above level in English Language Arts and 25% in Mathematics on the California Standards Test (CST). (<http://www.cpec.ca.gov/FederalPrograms/P-16CouncilReport.pdf>)

#### F. Report to the Assembly Budget Subcommittee No. 2 on Education Finance: English Learners and Economic Impact Aid (Report from the Legislative Analyst's Office, April 10, 2007).

At the time of publication, the Legislative Analyst Office concluded that “Our analysis of individual student scores suggests overall EL student progress is slow,” that “about 40 percent of EL tenth graders passed the English portion and about half passed the mathematics

portion of the CAHSEE exam in 2005-06”; and that “on the Standardized Testing and Reporting (STAR) Exam there was a large achievement gap between EL and non-EL students.”

([http://www.lao.ca.gov/handouts/education/2007/English\\_Learner\\_Assembly\\_041007.pdf](http://www.lao.ca.gov/handouts/education/2007/English_Learner_Assembly_041007.pdf))

Based on input from the stakeholders and the review of the data in the reports and sources indicated above, the panel made a recommendation to the Commission that a new English Learner Instructional Leadership Specialist Credential should be developed to meet the needs of the field for improved preparation to teach English learners and work effectively with their families. (<http://www.ctc.ca.gov/commission/agendas/2010-09/2010-09-2E.pdf>)

The Commission reviewed the input from the field, documents and reports cited above, and also heard further input from stakeholders (<http://www.ctc.ca.gov/commission/agendas/2010-09/2010-09-minutes.pdf>) and the Commission adopted the EL Panel’s recommendations, including the recommendation to establish a new English Learner Instructional Leadership Specialist Credential, at its public meeting of September-October 2010.

### **Description of the English Learner Instructional Leadership Specialist Credential**

A Specialist Credential is an *instructional* credential that authorizes the holder to provide specialist-level instructional services to students, professional development services and coaching to teachers, and program design, development, coordination and implementation services to school sites, districts, and county offices of education. The holder of this credential would provide a much-needed resource to districts, to county offices of education, and to all teachers concerning programs, services, and instructional strategies for the full range of English learners at all grade levels.

Holders of this specialist credential would have unique training and preparation to collaborate with education staff at the site, district and county level in the development and implementation of instructional programs and strategies for English learners as well as staff development and training to support teachers serving this population.

The panel based the development of its draft standards for this credential on the framework provided by the organization of the Reading and Language Arts Instructional Leadership Specialist standards. The panel came to consensus around the language and concepts of the draft standards (Appendix B) at its meeting of October 2011 and unanimously recommend these standards to the Commission as model standards in the field.

### **Statutory Authority for Specialist Credentials**

The Education Code provides authority for the Commission to establish standards for Specialist credentials, as follows:

*Education Code §44225*

The commission shall do all of the following:

(a) Establish professional standards, assessments, and examinations for entry and advancement in the education profession. While the Legislature recognizes that the commission will exercise

its prerogative to determine those requirements, it is the intent of the Legislature that standards, assessments, and examinations be developed and implemented for the following:.....

(b) Reduce and streamline the credential system to ensure teacher competence in the subject field or fields, while allowing greater flexibility in staffing local schools. The commission shall award the following types of credentials to applicants whose preparation and competence satisfy its standards:

- 1) Basic teaching credentials for teaching in kindergarten, or any of the grades 1 to 12, inclusive, in public schools in this state.
- (2) Credentials for teaching adult education classes and vocational education classes.
- (3) Credentials for teaching specialties, including, but not necessarily limited to, bilingual education, early childhood education, and special education. The commission may grant credentials to any candidate who concurrently meets the commission's standards of preparation and competence for the preliminary basic teaching credential and the preliminary specialty credential.

*Education Code §44265:* Credentials for teaching specialties, including, but not limited to, bilingual education, early childhood education, and special education, shall be based upon a baccalaureate degree from an accredited institution, completion of a program of professional preparation, and any other standards which the commission may establish.

### **Proposed Authorization Statement for the English Learner Instructional Leadership Specialist Credential**

The following statement is the proposed authorization statement for the English Learner Instructional Leadership Credential.

The English Learner Instructional Leadership Specialist Credential authorizes the holder to provide intensive specialist-level English Language Development and Specially Designed Academic Instructional services in English for the full range of English learners in preschool, K-12, and in classes organized primarily for adults. The credential would authorize the holder to analyze and use data to improve school and district programs for English learners; provide coaching to teachers of English learners; develop, implement and coordinate curriculum and programs; and develop and deliver staff development for English learner education programs at the school site, district, and county level.

### **Next Steps**

Following Commission review of the draft English Learner Instructional Leadership Specialist program standards, if the Commission wishes to move forward with the standards adoption process, the standards would next undergo field review for input from stakeholders. The English Learner Authorizations Advisory Panel would review this feedback and make any appropriate revisions to the draft standards. The standards would subsequently be presented to the Commission for potential adoption and implementation. If the Commission were to adopt the English Learner Instructional Leadership Specialist program standards at a future meeting, staff would begin the regulatory process to put the authorization language and credential requirements into Title 5 regulations.

**Appendix A**  
**English Learner Authorizations Advisory Panel (2011)**

<b>Panel Members</b>	<b>Affiliation</b>
1. Marianna Vinson	ACSA – San Jacinto Unified School District
2. Magaly Lavadenz*	AICCU – Loyola Marymount University
3. Maggie Beddow	CATESOL – CSU Sacramento
4. Pansy Ceballos*	CCSESA – Tulare County Office of Education
5. Myron Berkman*	CFT – Berkeley High School
6. Jose Moreno	CSBA – Anaheim City School District
7. Zulmara Cline*	CSU – CSU Chancellor’s Office
8. Blanca Anderson	CTA – Red Bluff Union Elementary School District
9. Cheryl Forbes*	UC – UC San Diego
10. Carol Anderson-Woo*	Tracy Joint Unified School District
11. George Bunch	UC Santa Cruz
12. Shirley Day*	Poway Unified School District
13. Patty Dineen-Wehn	Sonoma County Office of Education
14. Janet Eyring	CSU Fullerton
15. Elizabeth Fralicks	Fresno Unified School District
16. Barbara Hernandez*	Orange Unified School District
17. Sharon Lazo-Nakamoto*	Long Beach Unified School District
18. Grace Lee*	Chino Valley Unified School District
19. Edwin Lim	Bonita Vista HS/Sweetwater Unified School District
20. Anthony J. Martinez*	Antelope Valley UHSD
21. Devra Miller	San Mateo Union High School District
22. Nicole Naditz *	San Juan Unified School District
23. Magdalena Ruz Gonzalez	Los Angeles County Office of Education
24. Duarte M. Silva*	Stanford University
25. Linda Ventriglia-Navarrette*	National University

*\* indicates returning panel member from the 2009 English Learner Authorizations Advisory Panel*

<b>Liaisons to the Panel</b>	<b>Affiliation</b>
1. Irene Oropeza-Enriquez*	Commission on Teacher Credentialing
2. Dianna Gutierrez	California Department of Education

<b>Commission Staff to the Panel</b>	<b>Division</b>
1. Lourdes Aguirre	Certification, Assignment and Waivers
2. Paula Jacobs	Professional Services
3. Phyllis Jacobson	Professional Services
4. Claudia Lockwood	Professional Services
5. Roxann Purdue	Certification, Assignment and Waivers

## **Appendix B**

### **Draft Program Standards and Preconditions for the English Learner Instructional Leadership Specialist Credential**

#### **Part I: Program Preconditions**

##### **English Learner Instructional Leadership Specialist Credential Program**

A Commission-approved program shall determine prior to recommending a candidate for an English Learner Instructional Leadership Specialist Credential that the candidate has met the following requirements:

- Possesses a valid California teaching credential based on a baccalaureate degree from a regionally accredited institution and a professional preparation program, including student teaching, and holds an English learner authorization
- Has completed a Commission-approved English Learner Instructional Leadership Specialist Preparation Program
- Has a minimum of three years of full-time experience or the equivalent working with English learners in an instructional capacity
- Meets a second language requirement through at least one of the following options:
  1. Complete six semester units (or nine quarter units) in course work that emphasizes the learning of a language other than English, including American Sign Language (A grade of “C” or better, “Pass,” or “Credit” must be earned in each course.) This option must be verified by an official transcript from a regionally-accredited college or university, or comparable institution outside the United States. Professional Development and Continuing Education Units from such institutions are acceptable. Course work in the methodology of teaching a language is **not** acceptable.
  2. Complete 90 hours of language training, with a grade of “C” or better or the equivalent, in a language other than English offered under the auspices of the California Department of Education’s Bilingual Teacher Training Program (BTTP), or by a county office or school district whose program, prior to its implementation, has been deemed equivalent to the BTTP by the California Department of Education (This training is to be verified by a letter signed by an authorized representative of the BTTP, county, or district program).
  3. Complete training in a language other than English given by the Peace Corps to volunteers preparing to serve in a non-English speaking country, verified by official Peace Corps documentation.
  4. Pass the language skills subtest (i.e., listening, speaking, reading, writing skills) of the CSET in any world language other than English, including languages offered through approved alternative language assessor agencies, as verified by an official score report. Passing exam scores remain valid for seven years from the individual test date.
  5. Pass any nationally administered, standardized examination in a language other than English for which the Commission has established a passing score, verified by an official score report.

6. Obtain a proficiency level of “novice-high” or above on the American Council on the Teaching of Foreign Languages, Inc. Proficiency Guidelines or “0+” (zero plus) or above on the Interagency Language Roundtable (ILR) (currently available only to government employees) Proficiency Descriptions, verified by an official score report.
7. Obtain a score on a College-Level Examination Program examination in a language other than English administered by the College Board equal to or higher than the minimum score recommended by the American Council on Education for awarding credit for two semesters, verified by an official score report. (For more information, contact CLEP at [609] 771-7865.)
8. Possess a teaching credential from another state that authorizes instruction in a language other than English, verified by a copy of the credential.
9. Reside in a non-English speaking country or countries for 12 consecutive months at age 18 or older, verified by passports, work visas, letters from employers, or other documents.
10. Complete one academic year (over a single period) at age 14 or above at a school in which instruction was provided in all subject areas, and all instruction, except in the subject area of English, was delivered in a language other than English, verified by an official transcript or a letter from the school.
11. Complete two academic years, between the ages of 10 and 14, at a school in which instruction was provided in all subject areas, and all instruction, except in the subject area of English, was delivered in a language other than English, verified by an official transcript or a letter from the school.
12. Initial arrival at age 12 or older in the United States after having spent the years from birth to age 12 in a non-English speaking country or countries, verified by a birth certificate, passport, entry visas, or other documents.
13. Pass an Advanced Placement Examination offered through Educational Testing Service (ETS) at a level for which college credit or advanced standing in a language other than English is awarded. (This option must be verified by either an official transcript from a regionally-accredited college or university showing credit awarded via the examination, or by an original letter from the institution’s registrar or admissions office indicating that advanced standing was awarded.)
14. Pass a college or university placement examination in a language other than English that satisfies a one-year second language requirement, results in six semester units in the language awarded on transcripts, or serves as the prerequisite to the second year course in the same language. (This option must be verified by either an official transcript from a college or university showing credit awarded via the examination, or by an original letter from the institution’s registrar or admissions office indicating the number of units granted or describing the advanced placement resulting from the examination.)
15. Any combination of options “1” and “2” above resulting in the equivalent of six semester units of course work in a single foreign language. (Fifteen hours of BTTP training are considered equivalent to one semester unit of course work at a regionally-accredited college or university.)

## **Part II: English Learner Instructional Leadership Specialist Credential Program Standards**

### **Category A. Program Design**

*The English Learner Instructional Leadership Specialist Credential program includes a purposeful sequence of course work and field experiences that builds upon the foundational knowledge, skills and competencies provided through preparation for the initial English Learner Authorization and that is based on a sound rationale informed by current, confirmed, replicable and reliable research. The program effectively prepares candidates to lead the development and implementation of comprehensive English learner programs at the classroom, school, district, county and state levels that will ensure equitable opportunity and achievement for all of California's diverse English learners, Pre-K to 12<sup>th</sup> grade. Successful candidates will be able to provide highly specialized services to students and teachers and to serve as active leaders in a comprehensive community system to build, support, sustain, and advocate for the development of effective English learner programs in which all students meet or exceed grade-level content standards. "English learner" students refers to the full typology of English learners, including but not limited to newcomer students from diverse educational and language backgrounds and long-term English learners. Program Sponsors will need to address the full typology of English learners and their varying proficiency levels whenever the words "English learners" are used in this document.*

#### **Standard 1: Program Design, Rationale and Coordination**

The design of the program follows an explicit statement of program philosophy and purpose. It prepares the candidate for more advanced learning in the English Learner Instructional Leadership Specialist Credential Program, described in Program Standards 1 through 7.

The program provides multiple opportunities for candidates to learn and demonstrate the skills required by Program Standard 7 in Category C: Assessment of Candidate Competence. It includes a planned process of comprehensive course work, field experiences and candidate assessments that prepares candidates to teach all of California's diverse learners, including the full range of English learners, and to be leaders promoting effective language and academic instruction for English learners within culturally-relevant learning environments in their schools, districts, and communities. The program addresses the processes of admission, advising, program evaluation and improvement, as well as its coordination and communication with the Pre-K-12 public schools for field experiences.

## **Category B. Preparation Program Curriculum and Fieldwork**

### **Standard 2: Research and Evaluation**

The program provides opportunities for candidates to learn basic research and evaluation methods including research design, sampling, selection of measures or instruments, and statistical procedures.

The program provides opportunities for candidates to learn the skills for critically analyzing seminal, developing and cutting edge research findings in the literature related to English learner education, including program design and instructional practices. The program provides opportunities for candidates to learn to critically examine the research and program recommendations of experts in the field of language and literacy acquisition and instruction as an invaluable aid in the decision-making and leadership process, keeping in mind the limitations of applicability of research based on inclusion of English learner populations.

The program provides candidates with focused instruction and experiences in evaluating programs for English learners that generate reliable information about program strengths, weaknesses, and effects on target student populations and that can be used to recommend and implement changes in English learner instructional practices at the classroom, school, or district levels.

The program provides candidates the opportunity to engage in data analysis to diagnose, monitor and evaluate student progress at the individual, group, classroom, grade level, school, and district levels and to develop techniques for analyzing aggregate and disaggregated student data (at the school and district level) for making instructional decisions and for designing and providing staff development activities.

The program provides opportunities for candidates to learn to evaluate the technical adequacy of assessments, such as reliability and content and construct validity, based on psychometric standards and applicable populations; to evaluate the appropriateness of assessments for English learners; and to use best practices in the selection, administration, and use of assessments for developing a systemic framework to measure student progress and for planning, monitoring, evaluating, and improving instruction.

The program provides opportunities for candidates to understand large-scale assessment design, the design of state and district assessment systems, and the relationship between those assessments and state frameworks, proficiency standards and benchmarks as these relate to English learner student outcomes. The program provides opportunities for candidates to understand state and federal program requirements for English learners and to learn how to develop and implement legally-compliant programs around those initiatives.

The program provides opportunities for candidates to develop clear communication strategies for sharing individual, classroom, school, district and state assessment results and data to a variety of audiences including but not limited to classroom teachers; and to identify relevant implications for instructional programs and accountability that might assist their communities in obtaining support for educational programs for English learners. The program provides opportunities for

candidates to prepare reports of student achievement and program implementation data for various stakeholders.

### **Standard 3: Advanced Professional Competencies**

Course work and fieldwork/clinical experiences in this program ensure that each candidate will develop and demonstrate advanced professional competencies in, and knowledge of, the following:

#### **A. English Learner Program Design and Development**

- Legal and historical foundations of programs for English learners in California and the United States
- Required federal and/or state program components for English learners, and legal and ethical responsibilities relating to the design and implementation of programs for English learners
- Effective instructional program design across the typology of English learners
- State-adopted language proficiency assessments and related testing instruments for English learners used for both formative and summative assessment purposes
- Selection, design, implementation, and evaluation of comprehensive programs and of instructional approaches for English learners (e.g., bilingual approaches, immersion approaches, SDAIE, ELD)
- Articulation between English Language Development programs and mainstream academic instructional programs

#### **B. Curriculum, Instruction, and Assessment**

- The process of first, second, and multiple language acquisition and development, and of the factors affecting language acquisition and literacy development across the typology of English learners
- Applied linguistics
- Multicultural foundations and family and cultural influences relating to the educational achievement of English learners
- The nature and role of academic language in language acquisition across the curriculum
- The analysis of language demands across the curriculum, including but not limited to academic language
- Appropriate instructional practices for promoting the academic achievement all English learners, including long-term English learners and adolescent English learners
- Effective English Language Development instructional practices
- Effective and appropriate instructional materials for the English aural, oral, reading, and writing development of English learners, including technology-based and technology-mediated materials
- State-adopted language proficiency assessments and related testing instruments for English learners used for both formative and summative assessment purposes
- Using assessment data to diagnose, design, adapt, and differentiate instruction for English learners

The program provides opportunities for candidates to develop an advanced understanding of the process through which students learn to read and write and the structure of the English language, including phonology, morphology and orthography; the relationships between linguistics, spelling, reading and writing; and the psychological and sociolinguistic aspects of reading and writing. Programs provide candidates opportunities to develop advanced understanding of the continuum of the state Pre-K-12<sup>th</sup> grade foundations/standards and framework in Reading/Language Arts and relevant research (including terminology) upon which they are based.

The program provides candidates the opportunity to develop advanced professional knowledge of methods for using assessment data to diagnose, design, adapt and differentiate instruction for English learners who are experiencing extreme difficulty in language acquisition and literacy development as well as students with disabilities. The program provides opportunities for candidates to deepen their understanding of and ability to use theoretical and research-based strategies that assist students to become proficient readers, including direct instruction and explicit ELD instruction, flexible grouping, strategies to cognitively engage and sustain students' interest and focus, and developing students' strategies to self-regulate and learn independently, in order to meet the needs of English learners.

The program provides opportunities for candidates to learn how to expand the curriculum to include online and offline experiences for English learners that incorporate multiple genres, multiple perspectives, and the use of media and communication technologies to prepare learners for literacy tasks of the 21<sup>st</sup> century.

### **C. Leadership, Collaboration, and Professional Development**

The program provides opportunities for candidates to learn about local, state, and national policies that affect English learner instruction and the research supporting effective instructional programs. Candidates will develop, implement, and evaluate instructional programs and materials, including state adopted frameworks and intervention programs.

The program provides opportunities for candidates to develop advanced professional communication, facilitation and advocacy skills pertinent to developing effective programs for English learners. Candidate are also provided with opportunities to develop their skills in writing master plans for instruction of English learners, progress and final evaluation reports, and the ability to communicate English learner performance across the curriculum to different stakeholders, including parents, school board members, administrators, and state and federal agencies.

The program provides opportunities for candidates to develop professional knowledge about the characteristics of effective professional development, based on research, adult learning theory, and best practices. Candidates will develop the skills to plan, implement and evaluate professional development that will enhance teachers' content knowledge regarding all aspects of a comprehensive program at the county, district, school, and classroom level.

The program provides opportunities for candidates to develop mentoring and coaching skills, along with facilitation skills, to enable them to effectively support classroom teachers and other English learner program personnel.

The program develops advanced knowledge and skills in each of the following:

- Lesson demonstration, including the rationale and purpose for lesson selection
- Identifying the professional learning needs of teachers
- Assisting teachers to reflect on their practice for lesson improvement
- Assisting teachers to progress across the Learning to Teach Continuum
- Presentation skills for a wide variety of audiences and settings
- Leadership and communication skills to enable candidates to communicate effectively about English learner education with teachers, administrators, policy makers, parents, community members, and others in public and private forums, meetings, conferences, and other formal and informal venues
- Group collaboration, including conducting data-driven conversations, team-building, and consensus-building

#### **Standard 4: Integrating Fieldwork and Clinical Experiences**

The program provides fieldwork and/or clinical experiences that are articulated with courses to allow candidates to develop competency through guided practice at sites where the instructional approaches and methods are consistent with an effective, comprehensive program of English learner instruction. Fieldwork and/or clinical experiences must include ongoing guidance, assistance, and feedback by the instructor, professor, or other designated, qualified personnel (in conjunction with program faculty) to ensure that candidates have an opportunity to practice and demonstrate the knowledge and skills identified in Standards 2 and 3.

The program provides candidates multiple opportunities to integrate research and practice by using research-based strategies at multiple elementary and secondary sites or the district level to: assess the needs of the full range of English learners, including those most at risk of failure; evaluate the current instructional practices and use of district-adopted instructional materials at those locations; implement appropriate research-based instructional and intervention strategies across grade levels; and evaluate the effectiveness of the intervention. Candidates will have the opportunity to create professional development and coaching/mentoring procedures to support adoption of instructional or intervention strategies.

The fieldwork setting(s) provide opportunities for candidates to experience one or more additional languages and cultures, to shadow, follow the work of, and/or observe a current bilingual or EL program coordinator, to practice providing professional development (for candidates without such prior experience), and to participate in a home visit where possible.

The program provides opportunities for candidates to improve the language, literacy, and academic skills of the full range of English learners, including newcomer English learners with varied educational and linguistic backgrounds, long-term English learners, students with disabilities, and students who may have transitioned to Fluent English Proficient status but who still need language support across the academic curriculum. Candidates have opportunities to

evaluate the implementation and effectiveness of instructional interventions for these students and to implement alternative or additional instructional approaches and materials, as appropriate.

### **Standard 5: Home, School, and Community Communication, Collaboration and Engagement**

The program provides opportunities for candidates to develop an advanced understanding of all of the following:

- Cultural communication styles for interacting with and engaging parents and community members
- Culturally sensitive outreach strategies, including strategies for dealing with issues relating to child welfare and attendance
- Cross-cultural viewpoints of schooling, including the role of parents in schooling and interactions with U.S. educational institutions and systems (e.g., volunteering PTSA, School Site Council)
- Identifying and accessing community resources for English learners and their families
- Working appropriately and effectively with other staff who also work with English learners and their families (e.g., community liaisons, social workers, paraprofessionals, and others)
- Working appropriately and effectively with interpreters and translators
- Helping teachers recognize the cultural assets of students and families and how these can be used as resources in improving English learner academic outcomes
- Helping students and their families become aware of postsecondary pathways including adult education, college and career options

### **Standard 6: Budget and Fiscal Considerations**

The program provides opportunities for candidates to become familiar with federal, state, district, and school budgeting and fiscal management processes, including the role of parent advisory groups, and how these affect programs for English learners.

The program provides opportunities for candidates to become familiar with grant programs and related funding opportunities for English learner education and support services (e.g., categorical funding, Title III funds) as well as with potential external funding sources such as federal and/or state grant opportunities.

The program provides opportunities for candidates to become familiar with federal and/or state mandated reporting requirements as these relate to programs for English learners (e.g., language census).

The program provides opportunities for candidates to practice designing and using budgets, including budget rationale and justification, to support the implementation of programs for English learners based on identified student needs and aligned with school and district plans.

## Category C. Assessment of Candidate Competence

### **Standard 7: Planning, Organizing, Implementing, and Leading Instructional Programs for English Learners**

The program uses multiple measures through which each candidate demonstrates competence in the following areas:

#### **A. Instruction**

Candidates work effectively with the full range of English learners from a variety of ethnic, cultural, gender, linguistic, and socioeconomic backgrounds and provide specialized instruction that meets the specific needs of English learners, Pre-K, elementary, and adolescents.

Candidates employ an advanced level of proficiency in the practice and adaptation of instructional routines and strategies, especially for English learners who are experiencing extreme difficulty in reading and/or significantly lowered academic achievement.

Candidates select, plan and implement culturally responsive curriculum based on assessed needs and background experiences of the full range of English learners.

Candidates demonstrate the ability to facilitate the implementation of the state-and/or district-adopted curricula across the curriculum at classroom, school, district, and/or county levels for English learners.

Candidates have an advanced level of knowledge about, and can advocate for resources to support, English learners' acquisition of the critical aspects of multiple digital literacies for 21<sup>st</sup> Century skills necessary for success in today's global economy.

#### **B. Assessment/Research**

Candidates critically analyze and interpret research in the field of English learner education; identify appropriate research design and methodology; and recognize research that is current, confirmed, reliable and replicable.

#### **C. Collaboration, Communication and Professional Learning**

Candidates know and apply adult learning theory and research in planning professional learning at the school, district, and county levels. Candidates can facilitate collaborative processes with teachers and administrators for designing, implementing, and evaluating research projects and case studies.

Candidates communicate effectively with parents and community members of varied linguistic and cultural backgrounds.

Candidates demonstrate their capacity to identify areas of their own professional growth in the field of English learner education and to stay current with latest research related to the teaching profession. Candidates participate in the professional community of other

specialists, including those at the community level (such as, social agencies, after school programs, etc.).

Candidates demonstrate advanced professional competencies in English learner curriculum, instruction, and assessment, including a deep, rich and interconnected understanding of Program Standards 2 and 3.

Candidates analyze instructional practices and evaluate English learner student assessment data at grade, school or district levels to plan and provide guidance, coaching and/or professional development to strengthen appropriate practices as needed.

Candidates work collaboratively with students and their families, teachers, administrators, specialists, and other interested stakeholders to design, implement and evaluate a comprehensive plan for English learner education or a specific component of that plan.

Candidates provide leadership, support, and targeted professional development at the school and district levels to promote the educational achievement of English learners across the curriculum.

#### **D. Program Design, Implementation, and Evaluation**

Candidates critically examine the relevant research and recommendations of experts in the field and incorporate that information when generating reports and communicating to stakeholders the results of reliable and informative evaluations of current instructional practices and programs for English learners, including program strengths and weaknesses and program effects on the full range of English learners. Candidates use that information to develop a plan for improving teaching and learning for English learners that includes communication about the planned changes to all interested stakeholders and a process for implementing and evaluating those changes.

Candidates critically examine school level and district level programs for English learners for appropriateness, effectiveness, legal compliance, and student outcomes data and use that information to promote program improvements to stakeholders, implement necessary changes, and evaluate the effectiveness of those changes.